

requirements  
necessaries  
cardinal  
weighty  
real  
prime  
essentials  
in school

(17)

In dispensing knowledge, what is essential should come in advance of the less essential.

The staples of mind should precede the luxuries which ~~bleat and pamper~~, giving it the feeling not at all nourish. Yet so much more is made of or of repulsion yet without nourishing it. But it is exactly these inessentials ~~which~~ common teaching practice and the extra performance of assessing intelligence make so much of.

Because Essential knowledge ~~that which~~ pertains to the behavior which we are, ~~it~~ should be taught early enough in life so that it will carry a ~~personal~~ meaning ~~meaning~~ directly felt, known, and applied in one ~~integral~~ exercise integral with the personality. It cannot just be part of our theoretic knowledge.

The inessentials need not be thrown out, but they should at least be taught with that knowledge which alone matters. The rest has value only as it which bears upon ~~points to~~ man's <sup>innate</sup> ~~nature~~ need to know what his nature does and why. Therefore it is natural that the essentials should always be stressed and unnatural when they are not. That is why he <sup>man</sup> cannot thrive and yet do without ~~essential~~ knowledge, the knowledge which directly <sup>relates</sup> ~~pertains~~ to the behavior by which he lives, the continuous, the inevitable performances

(1)

~~which bleat +  
or pamper~~

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